

CCAPP

The Canadian Council for Accreditation of Pharmacy Programs Le Conseil canadien de l'agrément des programmes de pharmacie

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CCAPP STANDARDS FOR ACCREDITATION OF PHARMACY TECHNICIAN PROGRAMS

Standard 1. Institution Mission and Program Goals

The program enables students to attain the competencies specified in the NAPRA *Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice* and the CPTEA *Educational Outcomes for Pharmacy Technician Programs in Canada*.

Criteria	Suggested Evidence and Performance Indicators (Initial application and document review)
1.1 The program's goal(s) relates to the <i>NAPRA Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice</i> and the <i>CPTEA Educational Outcomes for Pharmacy Technician Programs in Canada</i> .	1.1.1 Overall goal(s) of the program
1.2 The program is responsive to stakeholders regarding its relevance to the pharmacy profession, practice sites and community or regional needs.	1.2.1 Processes for consultation with stakeholders regarding the relevance of the program (e.g. advisory committee or equivalent) should include pharmacists (institutional and community); pharmacy technicians; neighboring Faculties of pharmacy; the provincial regulatory authority, if applicable; and pharmacy manager/owners from the surrounding area.

	<p>1.2.2 Terms of reference and current membership of any advisory committee or similar body for the program.</p> <p>1.2.3 Outcomes of the consultation process with stakeholders regarding the program's relevance to the profession, practice site and local needs. That is, does the program adequately prepare graduates to meet the contemporary role for pharmacy technicians in community practice, institutional practice and in the long term care practice setting. The summary should include actions taken since the previous accreditation survey. Minutes of advisory committee meetings or equivalent, notes of practicum visits, evaluations, action plans, strategic plans, reports and recommendations will be reviewed on site.</p>
<p>1.3 The program encompasses all outcomes specified in the CPTEA Educational Outcomes for Pharmacy Technician Programs in Canada and reflects the competencies specified in the NAPRA Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice. (Critical Criterion)</p> <p>The program encompasses any additional competencies specified by the provincial regulatory body or other educational goals required of graduates by the province overseeing the program or institution. (Critical Criterion)</p> <p>Interpretation <i>The program's cross-references to the CPTEA outcomes and the NAPRA competency profile must be verifiable within the program's documentation of courses and</i></p>	<p>1.3.1 Cross-reference of the <i>CPTEA Educational Outcomes for Pharmacy Technician Programs in Canada</i> and the <i>NAPRA Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice</i> to the program. The required submission is a copy of the outcomes and competency profile with references to the program course and experiential rotation /learning activity where each outcome and competency is covered. If course numbers are used in the cross-reference, a list of course names should be appended. If some outcomes or competencies are not demonstrated as specified in the profile, describe the means or action plan to enable students to attain the outcome or competency. Outcomes or competencies that are not covered because of prior learning assessment and recognition (e.g., in bridging programs) should be referenced in</p>

<p><i>educational activities.</i></p> <p><i>If a program identifies deficiencies during its cross-referencing exercise, it must specify the action to be taken to ensure that all outcomes and competencies will be included in the program within the timelines specified in the national entry-level competency profile.</i></p>	<p>the main cross-reference.</p> <p>1.3.2 Cross-reference of any additional province-specific competencies to the program course and experiential rotation where each competency is covered (applicable only when there is an agreement between CCAPP and the provincial regulatory body for the oversight of pharmacy technicians).</p> <p>1.3.3 Course outlines for at least one course in each of the core curricular areas described in criteria 4.3 and addressed in the cross-reference. Competency-based objectives for a representative sample of outcomes specified in the CPTEA educational outcomes and competencies specified in the NAPRA entry-level competency profile for pharmacy technicians. (The remainder of the course outlines and objectives should be provided on site, as well as other instructional materials that verify the program's inclusion of the outcomes specified in the CPTEA reference and competencies specified in the NAPRA profile.)</p>
<p>1.4 The program's formative and summative assessments of student learning determine competency in relation to the stated objectives.</p>	<p>1.4.1 Policies and procedures for formative and summative assessments of student learning in didactic and experiential settings.</p> <p>1.4.2 One example of each assessment tool used for determination of student attainment of educational outcomes and competency (didactic tests do not need to be submitted).</p>

<p>1.5 The program's student assessment procedures ensure consistency in the determination of achievement of educational outcomes and competencies among all program personnel and across all sites where the program is offered.</p>	<p>1.5.1 Performance criteria used for assessment of student educational outcomes and competency.</p> <p>1.5.2 Mechanisms to ensure that the performance criteria for determination of student competency and attainment of educational outcomes are applied consistently throughout the program (e.g., preceptor orientation to assessment tools, instructor/ preceptor handbooks [relevant excerpts only to be submitted]).</p>
<p>1.6 The program provides verifiable data on students to demonstrate that students meet the learning outcomes specified in the CPTA Educational Outcomes for Pharmacy Technician Programs in Canada and attain the competencies specified in the NAPRA entry-level competency profile for pharmacy technicians. (Critical criterion)</p> <p>Interpretation Verifiable data include the following:</p> <ul style="list-style-type: none"> • Samples of summative assessments of student learning (student names removed) that demonstrate the students' attainment of educational outcomes and the competencies specified in the national entry-level competency profile; • Success rates of the program's graduates on certification or registration examinations since the previous accreditation assessment; • Available data from employers and graduates 	<p>1.6.1 Data on student learning outcomes including:</p> <ul style="list-style-type: none"> • Representative examples of a variety of summative assessments of three students (student names removed or student releases signed) that demonstrate the students' attainment of the CPTA Educational Outcomes for Pharmacy Technician Programs in Canada and the competencies specified in the NAPRA Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice. (Other records to be reviewed on site-- program must ensure signed student release consent for review of records by site visit team) • Results of certification/registration examinations must be submitted where available (graduates pass rates, institution or program averages compared to other programs); • Satisfaction survey data from practice sites that have hired graduates; and • Data from graduate surveys.

<p><i>regarding students' learning outcomes.</i></p> <p><i>The outcome data demonstrate that the program's graduates have attained the CPTEA's Educational Outcomes for Pharmacy Technician Programs in Canada and the competencies specified in NAPRA Professional Competencies for Canadian Pharmacy Technicians at Entry to Practice.</i></p> <p><i>For a program that has implemented changes since its previous accreditation evaluation report but does not yet have graduates of the modified program, outcome data from previous graduates coupled with current learner outcome data to demonstrate that the program's graduates attain the competencies specified in the NAPRA competency statement.</i></p>	
<p>1.7 The program takes measures as required to address any discrepancies between actual learning outcomes and CPTEA Educational Outcomes for Pharmacy Technician Programs in Canada.</p>	<p>1.7.1 Procedures for reviewing actual learning outcomes in relation to the CPTEA Educational Outcomes for Pharmacy Technician Programs in Canada.</p> <p>1.7.2 Counsel or support available to individual graduates who were unsuccessful at gaining registration.</p> <p>1.7.3 Actions taken to address gaps identified by the profession, practice sites or graduates, between actual learning outcomes and the CPTEA Educational Outcomes for Pharmacy Technician Programs in Canada (as applicable).</p>

Standard 1 — Evidence to be assessed in the accreditation site visit of the program

- Course outlines, objectives (didactic and experiential), formative and summative assessment policies, procedures and tools, and instructional materials (e.g., laboratory exercises, computer-based modules)
- Experiential program handbooks, practicum manuals or syllabi, and/or practicum logbooks
- Minutes of advisory and/or other program committee meetings for previous 3 years (minutes for additional years may be requested by the site visit team)
- Feedback from students, graduates, program personnel and employers
- Student/graduate records (number of records to be specified by site visit team; program should ensure signed student releases for review of records by site visit team)

Standard 2. Admission Policies and Procedures

The admission policies and student services support the educational interests and protect the rights of students.

Criteria	Suggested evidence and performance indicators (initial application and document review)
2.1 The program provides prospective students with accurate information on the pharmacy profession, the role of pharmacy technicians and required competencies, provincial or territorial registration requirements, and the nature of the program and costs.	2.1.1 Program brochures, handouts, orientation sessions, etc.
2.2 The program's admission policies, procedures and practices are based on specific selection criteria which must be published and readily available to prospective applicants. Criteria for admission shall include academic preparation (minimum standard shall be completion of secondary school or equivalent); upper level mathematics and science courses; an English or French language writing and speaking proficiency standard; a keyboarding standard; a statement regarding the need for a criminal record background check; and other tools to determine the suitability of the applicant for the profession.	2.2.1 Program admission policies and procedures. 2.2.2 Identify the language proficiency examination used for candidates whose primary language is not the language of instruction and describe how it is used in the admission process. 2.2.3 Describe how communication skills are monitored during the education program, and particularly, the actions that may be taken by the program to address unsatisfactory communication skills in students that become apparent after admission.
2.3 The program should have procedures in place for the review and recognition of credentials and other relevant experience of international pharmacy graduates, pharmacy technicians trained through non-accredited programs, and of other similarly-prepared applicants (e.g. prior learning assessment and recognition, program requirements challenge procedures, and for coursework from other post-secondary health science programs).	2.3.1 Program policies and procedures.

<p>2.4 The program provides prospective students with accurate information on its policies and procedures, structure, expected student conduct, and student responsibilities.</p>	<p>2.4.1 Table of contents of student handbooks, manuals, etc. (Complete handbooks and manuals will be reviewed on site.)</p>
<p>2.5 The program takes measures to ensure student safety and exposure to safe working practices. (Critical criterion)</p> <p>Interpretation <i>The program provides students with a learning environment and processes to ensure their physical and psychological safety. The program ensures its compliance with relevant safety regulation in the handling of any hazardous materials.</i></p>	<p>2.5.1 Measures to ensure student safety in each component of the program (e.g., policy and procedure manuals, orientation to safety procedures in laboratories and in experiential settings, instruction on occupational health and safety, incident-reporting processes, immunization and screening requirements). Table of contents of the program's safety manual (didactic site) and any safety reports to be submitted; complete safety manual and reports to be reviewed on site.</p> <p>2.5.2 A list of non-academic support services available to students and related policies (e.g., counseling services, services for student referral to outside agencies, harassment prevention policies and procedures, conflict resolution processes, human rights policies and procedures, health services). (Full policies and procedures will be reviewed on site)</p>
<p>2.6 The program provides students with timely access to academic support and advising services.</p>	<p>2.6.1 Academic support and advising services available to students.</p>
<p>2.7 The program's policies, procedures and practices for access to student records protect the privacy interests of the student by restricting access to specified personnel for legitimate program reasons.</p>	<p>2.7.1 Policies and procedures for access to student records by program personnel.</p>
<p>2.8 The program's policies, procedures and practices for access to student records provide the student with access to his/her records and a process for the student to update or correct these records.</p>	<p>2.8.1 Policies and procedures for student access to his/her records and processes for students to update or correct these records.</p>

	2.8.2 Policies and procedures ensure that student records of their achievement in the program (and the curriculum in place at time of completion) are maintained for a minimum of ten years or the period specified by provincial or territorial legislation.
2.9 The program's practices for formative and summative assessment of student progress are consistent with published material.	2.9.1 A list of published materials that illustrate that students receive information on the formative and summative assessments in the program (e.g., student handbooks, course outlines).
<p>2.10 The established formal, objective and published policies and procedures to address academic concerns are available to students. (Critical criterion)</p> <p><i>Interpretation</i> The program provides students with access to an academic appeal process that includes the following components:</p> <ul style="list-style-type: none"> • A mechanism for the student's interests to be represented; • A decision-making process that reasonably promotes a bias-free decision on the appeal (as best practice, the final decision making should exclude individuals who were involved in the decision being appealed); • Specific timelines for resolution of the appeal and communication with the student concerned. 	2.10.1 Policies and procedures for students to address academic concerns (i.e., appeal policies and procedures).

Standard 2 — Evidence to be assessed in the accreditation site visit of the program

- Admissions criteria and procedures
- Program policies and procedures
- Student handbooks and calendars
- Program safety manuals and reports (didactic site)
- Feedback from personnel, students and graduates
- Student academic records including admission records (need student consent)

Standard 3. Facilities, Learning Resources and Support

The program's resources are adequate to support student learning to the level required to meet the objectives.

Criteria	Suggested evidence and performance indicators (initial application and document review)
<p>3.1 The program has personnel with the relevant professional certification/registration or academic qualifications to fulfill their role in supporting student learning to the level required to meet the objectives. (Critical criterion)</p>	<p>3.1.1 Names, professional credentials (or academic qualifications), registration status, specialties and roles of personnel involved in the program at the didactic site and each experiential site (program administrators, instructors, pharmacists, pharmacy technicians, etc.).</p>
<p>3.2 The program ensures that its personnel have the current and relevant experience and training required to fulfill their role in the program. (Critical criterion)</p>	<p>3.2.1 Experience profile of personnel who are currently involved with student supervision and evaluation at didactic and experiential sites.</p> <p>3.2.2 Professional development by program personnel including clinical updating and skill enhancement in educational techniques and advances in the profession.</p> <p>3.2.3 Measures to ensure that personnel in the experiential setting have the necessary preparation and support for their role in student instruction and assessment (e.g., preceptor orientation and workshops).</p> <p>3.2.4 Policies on professional development for program personnel.</p>

<p>3.3 The program ensures a sufficient number of personnel to sustain effective instruction/ facilitation, adequate supervision and timely assessment of student learning throughout the program. (Critical criterion)</p> <p>Interpretation <i>There are designated personnel at the didactic site and at each experiential site with documented responsibilities for instruction /facilitation and supervision of students during experiential rotations or practicum. The responsibilities for assessment of students' educational outcomes and competencies are clearly documented at all sites, including the responsibility for formative and summative assessment.</i></p> <p><i>The data from students' evaluations of the program and feedback from program personnel indicate that there is a sufficient number of personnel at each program site to provide the required instruction, supervision and assessment of student learning, and to sustain an effective educational process for the duration of the program.</i></p>	<p>3.3.1 Policies or practices regarding the human resources for the program at didactic and experiential sites (e.g., faculty/preceptor-student ratios, supervision policy, provincial requirements, etc.).</p> <p>3.3.2 Processes to monitor the adequacy of human resources to support student learning at didactic and experiential sites and action taken in response to concerns.</p> <p>3.3.3 Student and personnel feedback that demonstrates sufficient human resources are available for student education.</p>
<p>3.4 The program provides adequate learning resources to enable students to achieve the objectives.</p>	<p>3.4.1 Inventory (variety and quantity) of learning resources for the program (e.g., classroom, library and computer facilities, laboratory, written and audio-visual material and major equipment).</p>

<p>3.5 The program ensures that each student has access to adequate learning opportunities for each component of the program. (Critical criterion)</p> <p>Interpretation</p> <p><i>The program provides students with timely and equitable learning opportunities to enable them to attain the required CPTEA educational outcomes and NAPRA competencies for each program component as specified in the competency profile. The program determines the number of students that can be accommodated within the available resources of each program component.</i></p> <p><i>The program ensures that any experiential placements provide students with the required practice experience, within both institutional and community pharmacy sites to meet the stated objectives of the program.</i></p>	<p>3.5.1 Policies and procedures for student access to experiential experiences, including those related to patient confidentiality and privacy of information, and for informing students of these requirements of the program.</p> <p>3.5.2 Actual student admission numbers in the past three years in relation to available program resources and experiential placement sites.</p> <p>3.5.3 Summary information on all program sites that provide experiential training for the current student cohort(s) including maximum number of students that can be accommodated in each learning environment at any one time.</p> <p>3.5.4 Appropriate facilities to offer the variety and quantity of experiential experiences available to students in the program.</p>
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Standard 3 — Evidence to be assessed in the accreditation site visit of the program

- Physical facilities and significant learning resources
- Outlines for preceptor orientation
- Master rotation plan for the current student cohort
- Feedback from didactic and experiential personnel, students and graduates
- Experiential site policies and procedures for student placements, conduct and supervision
- Human resources policies and procedures

Standard 4. Curriculum, Instruction and Student Assessment

The program provides an integrated learning experience for students.

Criteria	Suggested evidence and performance indicators (initial application and document review)
<p>4.1 The program ensures that its personnel fulfill their responsibilities for student instruction and assessment throughout the program in a manner which permits graduates to achieve the CPTEA Educational Outcomes for Pharmacy Technician Programs in Canada and the NAPRA entry-level competency profile for pharmacy technicians. (Critical criterion)</p> <p>Interpretation <i>The academic program should provide sufficient content for the achievement of competencies necessary to the practice as a pharmacy technician as defined by NAPRA and the relevant provincial regulatory authority and to satisfy the qualifications for registration or employment as a pharmacy technician.</i></p> <p><i>The data from students' evaluations of the program and feedback from program personnel indicate that the responsibilities for student instruction and evaluation are being fulfilled at all program sites.</i></p>	<p>4.1.1 Job or role descriptions of personnel who participate in student education and assessment at each program site, or other documentation of the specific responsibilities for student education (i.e., program administrator(s), coordinator(s), didactic instructors, clinical coordinator(s)/instructor(s), teaching or supervising pharmacists, and technician practitioners at each experiential site).</p> <p>4.1.2 Evidence of the fulfillment of the stated responsibilities for student education at each site (e.g., data from student evaluations of instruction or experiential rotations, feedback from program personnel).</p> <p>4.1.3 Procedures and remedies available to preceptors at experiential sites to inform program personnel of students in academic difficulty, those with unsatisfactory communication skills, or in the event of unprofessional behaviour.</p>
<p>4.2 The program ensures that the content, sequence and delivery of the learning units provide an integrated learning experience for students. It is recognized that there may be various educational models for pharmacy technician education, however it is expected that the pharmacy technician program will be a minimum of 26 weeks in length plus an experiential component of at</p>	<p>4.2.1 Overall plan of the program (i.e., courses, modules, experiential rotations).</p> <p>4.2.2 An outline of the program's content, sequence and delivery methods (lecture, laboratory, self-paced learning, distance education, full-time/part-time).</p>

<p>least 8 weeks.</p> <p>Interpretation <i>The instructional week is defined to include at least 25 hours of student-instructor contact time in classroom, laboratory, small group learning, or assessment-related activities. The experiential component must be fulltime, defined as at least 35 hours per week in the practice site.</i></p>	<p>4.2.3 Process and person(s) responsible for curriculum revision.</p>
<p>4.3 The program must offer a core curriculum that includes the following knowledge foundation and technical content components:</p> <ul style="list-style-type: none"> • Pharmaceutical sciences including content in pharmacology, toxicology, pharmaceuticals, non prescription products and medical terminology • Pharmacy Practice courses including content in dispensing and prescription processing, compounding, sterile product preparation, calculations, law & regulatory issues, pharmacy computer systems, communications, institutional and community pharmacy practice, inventory management, patient profiles and billing procedures • Social, behavioural & administrative content including the profession of pharmacy (roles/responsibilities, standards of practice, professionalism, ethics), oral and written communications, management practices, quality assurance, information technology • Basic Biomedical sciences including anatomy, physiology, and pathophysiology • Experiential practicum in institutional and 	<p>4.3.1 Detailed description of courses provided including identification of course material and number of hours assigned.</p>

<p>community pharmacy practice which must be of such breadth and duration to enable achievement of pharmacy technician competencies.</p> <p>Basic science, biomedical sciences and humanities courses offered by the college or institution that may be transferable for credit for further post secondary study for the professional degree program in pharmacy or other programs are preferred over courses specifically developed only for pharmacy technician students)</p>	
<p>4.4 The program ensures that the specific responsibilities for student education and evaluation are defined through written agreements with experiential sites, and that these responsibilities are fulfilled. (Critical criterion)</p> <p>Interpretation <i>The institutional or corporate authority for the program has written agreements with all experiential sites. Written agreements usually include matters such as resources and formal processes for student learning and assessment, supervision of students and accountability for student work during practicums, services to support student health and safety, notice of termination of agreements, etc. For a single-site program, the program ensures that the experiential site commitment is documented.</i></p> <p><i>If the program institution is a component of a regional or national chain of educational colleges, each local institution must apply for, and hold its own accreditation status, and must have authority for decisions that directly affect the local program.</i></p>	<p>4.4.1 Letter of institutional or corporate commitment signed by the chief executive officer or designate (single-site programs).</p> <p>4.4.2 A list of all program sites (multi-site programs) and one example of a signed agreement (the remainder will be reviewed on site).</p> <p>4.4.3 If the program has a joint institutional or corporate authority, copy of the signed agreement between the institutions/agencies that constitute the corporate authority.</p> <p>4.4.4 Process for ensuring that new partner sites and other participating sites meet accreditation standards.</p> <p>4.4.5 Process for ensuring that partner sites and other participating sites resuming student education after a hiatus meet accreditation standards.</p> <p>4.4.6 In the event of a change of ownership or corporate control of the program, sufficient documentation</p>

<p><i>The data from students' evaluations of the program and feedback from program personnel indicate that the defined responsibilities for student education are being fulfilled throughout the program.</i></p>	<p>must be provided to ensure that the program will be maintained to meet the accreditation standards.</p>
<p>4.5 The program ensures effective administration of student education throughout the program.</p>	<p>4.5.1 Organizational chart for the didactic program site showing the reporting/functional relationships of personnel and program committees.</p> <p>4.5.2 A list of the person(s) with accountability for:</p> <ul style="list-style-type: none"> • Strategic planning for the program • Agreements with partner sites • Ensuring adequate resources for the program • Ensuring effectiveness in program delivery • Approving changes to policies, curriculum and course outlines • Program evaluation and continuous quality improvement
<p>4.6 The program ensures effective coordination of student education throughout the program.</p>	<p>4.6.1 Methods to ensure that student education is coordinated throughout the program (e.g., designation of a coordinator/chairperson for the program, program committees, meetings and teleconferences of all program personnel, faculty visits to program sites).</p> <p>4.6.2 Terms of reference and current membership of any faculty liaison committee or equivalent.</p> <p>4.6.3 Outcomes or accomplishments that illustrate effective coordination of student education throughout the program (e.g., relevant meeting minutes of department or program meetings, faculty liaison or</p>

	<p>instructor committees, reports, action plans).</p> <p>4.6.4 Methods to ensure that student education is coordinated at each program and experiential site (e.g., designation of a coordinator, meetings of supervisory personnel for the program, responsibility for student assessments, timely feedback of assessment results to students, periodic visits to experiential sites by program personnel).</p>
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Standard 4 — Evidence to be assessed in the accreditation site visit of the program

- Signed agreements with all participating experiential sites and indication of projected completion dates for any agreements that are in process
- Feedback from students, graduates, practice site employers of graduates and program personnel
- Minutes of faculty liaison committee meetings, instructor meetings and/or other program committee meetings for previous 3 years (minutes for additional years may be requested by survey team)
- Student schedules
- Curriculum structure

Standard 5. Program Evaluation

The program's evaluation process results in continuous quality improvement.

Criteria	Suggested evidence and performance indicators (initial application and document review)
5.1 The program collects outcome data relevant to the achievement of its goal(s) and objectives.	<p>5.1.1 Policy and procedures (methods and frequency) for evaluation of program components and evaluation of overall program.</p> <p>5.1.2 Instruments used to collect data on:</p> <ul style="list-style-type: none"> • student satisfaction with each component of the program at each site; • staff satisfaction with the program; • graduate satisfaction with the program; • admission application numbers, offers of admission, acceptance of admission, and student completion rates; • graduate success in the certification/ registration process; • Satisfaction survey data from practice sites and employers of graduate competencies; and • employment rates of graduates as pharmacy technicians.
5.2 The program analyzes outcome data systematically and identifies strengths and areas for improvement.	<p>5.2.1 Process and person(s) responsible for systematic analysis of outcome data.</p> <p>5.2.2 Summaries and analyses of outcome data for program components and the overall program for the current or previous year (summaries of outcome data for additional years and raw data from program</p>

	evaluations will be reviewed on site).
<p>5.3 The program evaluation process results in timely program improvements. (Critical criterion)</p> <p>Interpretation <i>The program responds to evaluation data in a timely manner, implements changes on an ongoing basis, and monitors the impact of the changes.</i></p> <p><i>The program conducts an overall program evaluation on a regular basis and implements changes as required in response to evaluation data. A new program conducts an overall program evaluation after the graduation of its first student cohort and implements changes as required in response to evaluation data.</i></p>	<p>5.3.1 Program improvements implemented since the previous accreditation survey as a result of the evaluation of program components and evaluation of the overall program. A multi-year summary chart of issues, recommendations and follow-up actions from program evaluation processes may be used.</p>
<p>5.4 The program monitors its compliance with accreditation standards on an ongoing basis and takes steps to ensure compliance. (Critical criterion)</p> <p>Interpretation <i>The program monitors its ongoing compliance with these accreditation standards and ensures that any substantive program changes are consistent with standards. The program submits to CCAPP in a timely manner, a report of any program changes that relate to any critical criteria with evidence of outcomes that demonstrate the program's continued compliance with accreditation standards.</i></p> <p><i>If the program's internal review process determines that the program is in partial compliance with any standard, the program takes action to achieve compliance within</i></p>	<p>5.4.1 Copy of the previous program evaluation report.</p> <p>5.4.2 Copy of any follow-up evaluation report(s) or any evaluation report of program revisit (as applicable).</p> <p>5.4.3 Evidence that action has been taken to meet any non-critical criteria that were not met in the previous evaluation (as applicable).</p> <p>5.4.4 Process to monitor program compliance with accreditation standards on an ongoing basis. (The Program internal review report form may be used by the program as a mechanism to monitor program compliance on an annual basis)</p> <p>5.4.5 Evidence that program changes relating to critical criteria have been reported to the CCAPP</p>

<p><i>the term of accreditation award accorded.</i></p> <p><i>If the program's internal review process determines that a program is in compliance with a standard but does not meet all of the criteria, the program is required to take action to meet any criteria that are not met and submits the evidence at the time of the next regularly scheduled program review process.</i></p> <p><i>A currently unaccredited program that is applying for accreditation meets this criterion in its application and the submission of a comprehensive internal review or self-study.</i></p>	<p>Committee on Pharmacy Technician Program Accreditation, with evidence of program compliance with accreditation standards (as applicable).</p>
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Standard 5 — Evidence to be assessed in the accreditation site visit of the program

- Raw data from course/rotation/program evaluations for the current or previous year
- Summaries of collated data for previous 3 years
- Program internal review reports for previous 3 years
- Feedback from students, graduates, program personnel and employers

(Note: Evaluation data and reports for additional years may be requested by survey team)

The model for these Standards is used with permission of the Canadian Medical Association, originator of the Requirements for accreditation of educational programs in designated health science professions